

CALIFORNIA SCHOOLS

NOVEMBER 1953

CALIFORNIA SCHOOLS

VOL. XXIV, No. 11
NOVEMBER, 1953

ROY E. SIMPSON
Superintendent of Public Instruction

EDITOR

IVAN R. WATERMAN
Chief, Bureau of Textbooks and Publications

Official Publication Issued
Monthly by the California
State Department of Education

Entered as second-class matter May 8,
1930, at the Post Office at Sacramento,
California, under the Act of August 24,
1912.



CONTENTS

	Page
Report of California School District Organization.....	477
The California Study of Drop-outs and Graduates: A Preview of the Results	488
Departmental Communications	492
Interpretations of Law Applicable to Schools.....	499
Notes on Departmental Activities.....	502
For Your Information.....	507
Professional Literature	510
Directory of California State Department of Education.....	512

CALIFORNIA SCHOOL DISTRICT REORGANIZATION, FEBRUARY 1, 1951, TO FEBRUARY 1, 1953

DRAYTON B. NUTTALL, *Chief, Bureau of School District Organization*

The early history of school district organization in California has been well summarized in previous surveys and reports.¹ The substance of that history is that over the years a pattern of school districts has developed which has produced far too great a number of small districts and which has been difficult to change.

The need for change in this system of school district organization in California has been evident for many years. As early as 1920 a special Legislative Committee on Education declared:

Experience everywhere has clearly demonstrated that the district system is expensive, inefficient, shortsighted, unprogressive; that it leads to unnecessary multiplication of small and inefficient schools, utterly unable to minister to the larger rural-life needs of the present, that under it country boys and girls do not have equivalent educational advantages with the boys and girls who live in cities; and that it stands today as the most serious obstacle in the way of a needed consolidation and improvement of our rural schools. . . .²

Since that time other surveys and reports dealing with the problem have been consistent in the conclusion that California's system of school district organization needed revision. The nature of the needed change has been described as two-fold:

1. The educational program for all children in a given area, from kindergarten through twelfth grade, should be placed under the direction of the same governing board and administrative organization.
2. The administrative unit should be sufficiently large that it can efficiently and economically provide the educational program and services that are needed by the children within the area.

The first of these proposals involves changes in organization to place all schools into unified districts. A start in this direction was made in 1935 with the passage of legislation making the first provision for unified districts. Since that time unification has been automatic whenever the boundaries of an elementary district and a high school district have become coterminous. Until the enactment of the provisions for optional reorganization of school districts in 1945³ which established the California Commission on School Districts, there was no procedure for

¹ George C. Mann and Ernest E. Oertel, *Study of Local School Units in California: A Summary of the State Report on the Local Unit for School Administration in California*, prepared for the Office of Education, Department of the Interior, under the supervision of the California State Department of Education. [Sacramento:] California State Department of Education, 1937, pp. 1-22.

² California Legislature, Forty-third Session, *Report of the Special Legislative Committee on Education*, as authorized by Senate Concurrent Resolution No. 21. Sacramento: California State Legislature, 1920.

³ *Ibid.*, p. 36

⁴ Chapter 16, Division 2 of the California Education Code.

forming a unified district in any way except to bring about coterminous boundaries. The result was that very few unified districts were established after the initial impact of the 1935 legislation until the work of this Commission began.

The State Commission on School Districts, with its regional commissions and local committees succeeded in having studies made of most of the area of the state. These studies focused the attention of many people of the state on the problems of school district organization and accomplished a remarkable amount of education in the problems of school administration. Much of the current interest in the organization of school districts had its origin in the work of the Commission and its staff.

The law providing for optional reorganization of school districts stipulated that the Commission on School Districts should be discontinued October 1, 1949, and that its responsibilities should be turned over to the State Board of Education. The Board has conducted the program since that date.

In 1949, in anticipation of the transfer to the State Board of Education of the Commission's temporary responsibilities for school district reorganization, the Legislature amended the Education Code to reflect this change and added provisions for county committees on school district organization in each county except San Francisco. To carry out this activity of the State Board of Education and to provide technical services for county committees, a Bureau of School District Organization was established in the State Department of Education on October 1, 1949. County committees were soon organized as provided by the law and assumed the responsibility of making the necessary studies and recommendations.

CHANGES IN DISTRICT ORGANIZATION

During California's early history the general practice of school district organization, except in urban centers, consisted of the establishment of a new district each time an additional school was needed. The cases of districts operating more than one school, except in urban centers, were rare. As a result, the number of school districts continued to increase until 1920. During the following period, from 1920 to 1930, there was a 17.6 per cent decrease in the number of elementary districts and 8.4 per cent decrease in the number of high school districts. Table 1 shows the number of operating school districts in California over a period from 1880 through 1935.

The decrease in the number of school districts from 1920 to 1935 resulted largely from the formation of union elementary school districts and union high school districts. Decreases in the number of school districts since 1935 have been due to unifications as well as to unionizations. During the period from 1935 to 1953 the average yearly reduction in

TABLE 1
**NUMBER OF OPERATING CALIFORNIA SCHOOL DISTRICTS,
 1880 TO 1935¹**

Level of administrative unit	1880	1890	1900	1910	1920	1930	1935
Elementary-----	2,063	2,871	3,277	3,250	3,472	2,859	2,735
High School-----	-	-	120	214	320	293	295
Junior College-----	-	-	-	-	-	16	17
Totals-----	2,063	2,871	3,397	3,564	3,792	3,168	3,047

¹ Data from George C. Mann and Ernest E. Oertel, "Study of Local School Units in California." . . . [Sacramento:] California State Department of Education, 1939, page 15, Table 2.

the number of school districts has been 60 districts. Since 1945 the average annual reduction has been 75 districts. The number of operating school districts at five-year intervals from 1935 to 1950 and in 1953 is shown in Table 2.

TABLE 2
**NUMBER OF OPERATING CALIFORNIA SCHOOL DISTRICTS,
 1935 TO 1953¹**

Level of district	1935	1940	1945	1950	1953
Elementary-----	2,735	2,512	2,248	1,779	1,631
High School-----	295	265	260	245	237
Junior College-----	17	14	14	20	20
Unified (all levels)-----	-	40	46	67	83
Totals-----	3,047	2,831	2,568	2,111	1,971

¹ Data from records of apportionments of state school funds.

CHANGES IN SCHOOL DISTRICT ORGANIZATION SINCE 1947

Table 3 summarizes the number of recommendations made, elections held, and districts formed under the optional reorganization procedures of Chapter 16, Division 2 of the Education Code.

From the inception of the district organization program in 1945 through 1952 there have been a total of 117 proposals for school district reorganization approved by the Commission on School Districts or the

State Board of Education. Of these proposals, 38 have been effected. The successful reorganizations represent 32.5 per cent of the number of approved proposals.

TABLE 3
CHANGES IN SCHOOL DISTRICT ORGANIZATION MADE UNDER
LEGAL PROVISION FOR OPTIONAL REORGANIZATION OF
SCHOOL DISTRICTS BY ELECTORS, 1947-1952

Year	Type of district formed or change made	Recom-mendation made	Reorganization		Per cent success-ful
			Suc-ceeded	Failed	
1947	Unified districts.....	16	•3	13	17.6
	Junior college districts.....	1	-	1	
	Total.....	17	3	14	
1948	Unified districts.....	35	•6	29	19.5
	Union elementary districts.....	3	-	3	
	Union high school districts.....	1	1	1	
	Junior college districts.....	2	1	1	
	Total.....	41	8	33	
1949	Unified districts.....	14	3	11	21.1
	Union elementary districts.....	5	1	4	
	Total.....	19	4	15	
1950	Unified districts.....	2	2	-	100.0
	Union elementary districts.....	1	1	-	
	Total.....	3	3	0	
1951	Unified districts.....	9	5	4	52.6
	Union elementary districts.....	8	3	5	
	Union high school districts.....	2	2	-	
	Total.....	19	10	9	
1952	Unified districts.....	9	4	5	55.6
	Union elementary districts.....	4	2	2	
	Annexion to unified districts.....	2	2	-	
	Boundary change.....	1	1	-	
	Annexion to city elementary.....	1	-1	1	
	Exclusion from high school district.....	1	-1	0	
	Total.....	18	10	8	

TABLE 3—Continued

**CHANGES IN SCHOOL DISTRICT ORGANIZATION MADE UNDER
LEGAL PROVISION FOR OPTIONAL REORGANIZATION OF
SCHOOL DISTRICTS BY ELECTORS, 1947-1952**

Year	Type of district formed or change made	Recommendation made	Reorganization		Per cent successful
			Succeeded	Failed	
Recapitulation, 1947-1952					
Unified districts	85	23	62	27.1	
Union elementary districts	21	7	14	33.3	
Union high school districts	3	3	—	100.0	
Junior college districts	3	1	2	33.3	
Annexations to unified districts	2	2	0	100.0	
Annexations to city elementary districts	1	—	1	0.0	
Boundary changes	1	1	—	100.0	
Exclusion from high school districts	1	1	0	100.0	
	117	38	79	32.5	

^a Anderson Valley Unified District was formed through a petition and order of the County Board of Supervisors.

^b Includes Folsom Unified for which the election failed, but which was formed later through annexation proceedings.

^c The exclusion of the South Mesa Elementary School District from the Beaumont Union High School District, and its subsequent annexation to the Redlands Joint Union High School District, resulted in automatic unification of the Beaumont Union High School District.

UNIFIED SCHOOL DISTRICTS IN CALIFORNIA

Under the first law establishing unified districts from elementary and high school districts whose boundaries were coterminous, 35 unified school districts were automatically created as of July 1, 1936. From that date to and including July 1, 1946, there were 12 additional districts formed in this way.

The first unified districts formed under the procedures for optional reorganization became effective on July 1, 1947. As shown in Table 4, the number of unified districts has continued to increase and a total of 83 such districts were to be in operation as of July 1, 1953.

COUNTY COMMITTEES ON SCHOOL DISTRICT ORGANIZATION

As required by law, county committees on school district organization have been set up in 57 of the 58 counties in California. These committees range in size from five to eleven members as shown in the following tabulation, most of the committees having the larger number.

<i>Size of county committee on school district organization</i>	<i>Number of counties having committees of each size</i>
5 members	9
7 members	1
9 members	8
10 members	4
11 members	35 57

TABLE 4

**NUMBER OF UNIFIED SCHOOL DISTRICTS ESTABLISHED
AND DISCONTINUED IN CALIFORNIA,
1936 TO 1953**

<i>First fiscal year of operation</i>	<i>Established</i>	<i>Discontinued</i>	<i>Number in operation</i>
1936-37	35	-	35
1937-38	1	-	36
1938-39	-	-	36
1939-40	2	-	38
1940-41	2	-	40
1941-42	-	-	40
1942-43	1	-	41
1943-44	1	-	42
1944-45	2	-	44
1945-46	2	-	46
1946-47	1	-	47
1947-48	-	-	47
1948-49	8	-	55
1949-50	7	-	62
1950-51	5	-	67
1951-52	2	-	69
1952-53	8	2*	75
1953-54	8	-	83

* In order to permit formation of a county-wide high school district in Nevada County, the Nevada City Unified district was discontinued and became part of the larger high school district.

The former San Lorenzo Unified district became part of a new, larger San Lorenzo Valley Unified district counted among the eight formed in 1952.

COMMITTEE ACTIVITY DURING 1952

County committees on school district organization have the legal responsibility of conducting committee meetings and certain public hearings relating to petitions and recommendations. In addition, there are occasionally other types of meetings held by these committees dealing with problems of school district organization.

The number of meetings conducted is a rough measure of the extent to which the committee is actively assuming its responsibility. Of the 57 county committees there were 16 which held no meetings whatever. Four of these represent counties which are already organized into county units, Alpine, Mariposa, Plumas and Sierra counties.

The following tabulations are frequency distributions of the number of committee meetings, public hearings, and other meetings held by county committees.

<i>Number of committee meetings held</i>	<i>Number of county committees</i>
0	16
1	7
2	3
3	3
4	6
5	4
6	5
8	1
9	1
11	3
12	2
14	1
15	1
16	1
23	1
26	1
28	1
	—
Total	57

<i>Number of public hearings conducted</i>	<i>Number of county committees</i>
0	31
1	13
2	4
3	1
4	4
6	2
7	1
11	1
	—
Total	57

<i>Number of other meetings conducted</i>	<i>Number of county committees</i>
0	42
1	8
2	4
3	2
4	1
	—
Total	57

The total number of meetings of various types held by all county committees is shown in Table 5.

TABLE 5
NUMBER OF MEETINGS HELD BY ALL
COUNTY COMMITTEES ON SCHOOL
DISTRICT ORGANIZATION DURING 1952

Type of meeting	Number of meetings held
Committee Meetings	
Regular Committee.....	164
Augmented Committee.....	128
Total.....	292
Public Hearings	
Authorized under Code Section 4902.1..	39
Authorized under Code Section 4902.2..	31
Total.....	70
Other Meetings.....	26
Total, all meetings.....	388

The activity of any particular county committee is dependent upon two factors: (a) the disposition of the committee membership to accept the responsibility assigned to it by law, i.e., "Each county committee shall study the school district organization of the county and shall, under the direction of the State Board of Education formulate plans and recommendations for the unification or other reorganization of the school districts in the county...." ⁴; and (b) the extent to which the services of the county committee are requested by the people of the county in seeking the solution of problems directly or indirectly related to school district organization. The recognition of problems and subsequent referral to the county committees are governed to a significant extent by the educational administrators of the county.

The activity of county committees cannot be ascertained except in a general way from the meetings held, nor can the work of county committees be measured entirely by the recommendations transmitted to the State Board of Education for approval. The amount and type of proposals which these groups have studied are far better indication of the service rendered. As shown in Table 6, the county committees of the state have studied a total of 116 proposals. Of these 67 have been for the

⁴ California Education Code, Section 4902.

TABLE 6

PROPOSALS CONSIDERED AND DISPOSITION MADE BY CALIFORNIA COMMITTEES ON SCHOOL DISTRICT ORGANIZATION DURING 1952

Proposal	Number considered	Recommendation made to State Board	Other action recommended	Still under study	Study discontinued
Formation of New District					
Unified-----	43	9	1	26	7
Regular elementary-----	1	-	1	-	-
Union or joint union elementary-----	22	2	9	10	1
High school-----	-	-	-	-	-
Junior college-----	1	-	-	1	0
Total-----	67	11	11	37	8
Annexations					
To unified district-----	3	2	-	-	1
To regular elementary-----	3	1	1	1	-
To union or joint union elementary-----	15	0	10	4	1
To high school district-----	-	-	-	-	-
To junior college district-----	1	-	-	1	-
Total-----	22	3	11	6	2
Exclusions or Withdrawals					
From union or joint union elementary-----	1	-	-	1	-
From high school district-----	1	1	-	-	-
From junior college district-----	1	-	-	1	-
Total-----	3	1	-	2	-
Boundary Change					
Between elementary districts-----	19	1	10	5	3
Between unified districts-----	-	-	-	-	-
Between unified and elementary districts-----	-	-	-	-	-
Total-----	19	1	10	5	3
Transfer of Districts					
From one high school district to another-----	5	-	-	4	1
From one junior college district to another-----	-	-	-	-	-
Total-----	5	-	-	4	1
Total all proposals-----	116	16	32	54	14

formation of new districts, 22 for annexations to existing districts, 3 for exclusions from existing districts, 19 for boundary changes, and 5 for transfers from one district to another.

The action taken on these proposals is also shown in Table 6. Sixteen of the studies resulted in recommendations to the State Board of Education. In 32 cases the committees recommended that action be taken under other sections of the Education Code than Chapter 16. At the end of 1952, there were 54 proposals still under study and 14 cases in which study had been terminated without recommendation.

CHANGES EFFECTED IN SCHOOL DISTRICT ORGANIZATION

The results of all activity relating to changes in school district organization are reflected in elections held or other official action between July 1, and February 1. The results, therefore, of county committee study during 1952 are indicated by the changes made between July 1, 1952 and February 1, 1953. Table 7 shows the number of changes of

TABLE 7
CHANGES IN SCHOOL DISTRICT ORGANIZATION
EFFECTED IN CALIFORNIA BETWEEN JULY
1, 1952 AND FEBRUARY 1, 1953

Type of change	Number made	Number handled by county committees ¹
Formation of New Districts		
Unified-----	8	6
Union elementary-----	11	11
Annexations	19	17
To unified districts-----	3	3
To regular elementary districts-----	2	1
To union or joint union elementary districts-----	11	10
To high school districts-----	3	3
Boundary Changes	19	17
Between elementary districts-----	45	30
Between unified and elementary districts-----	9	6
Transfers	54	36
From one high school district to another-----	1	1
Total, all changes-----	93	71

¹ "Handled by Committee" means that the Committee considered the proposed change prior to its being effected, although the actual accomplishment of the change may not have been completed through the provisions of Chapter 16, Division 2 of the Education Code.

various types effected during this period, and also the number of cases of each type which were handled in any manner by county committees on school district organization. Of the 93 changes effected, 71 were considered in some way by the respective county committees.

The pattern of school district organization in California is being steadily changed. The advantages to children of improvements in attendance centers and of increased services are gradually being recognized. The advantages in administration, the increased local control of the educational program occasioned by larger local units, and the soundness of unified districts are becoming more and more evident to the people of the state.

The changes made thus far have been consistently in line with the four specific objectives in the program of developing school district organization outlined by the State Board of Education:

1. To produce a more effectively co-ordinated program of the State's public school system through strong local school district organization, with single administrative control over all levels of public education in a given area.
2. To provide a more efficient use of public funds, brought about by the creation of school districts capable of furnishing necessary educational services at a reasonable cost.
3. To provide a better and more equalized educational opportunity for all children in the State through the creation of school districts sufficient in size to be able to provide curricular offerings and other services not possible under existing organization.
4. To effect as great a degree of equalization of financial resources on the local level as circumstances will permit.⁵

⁵ Minutes of the meeting of the California State Board of Education, July 9-11, 1953, page 4154.

THE CALIFORNIA CO-OPERATIVE STUDY OF DROP-OUTS AND GRADUATES: A Preview of the Results

WILLIAM H. McCREARY, *Consultant in Guidance*

Big business makes consumer surveys to learn how to improve a product, a package, or a service. Educators make consumer surveys, too. The consumers in a follow-up study of education are former students, the product is the education they received, and the purpose is to obtain information that will aid in improving the quality of the educational program.

During the last three years, many California schools have made follow-up studies as a part of the California Co-operative Study of School Drop-outs and Graduates. Some 13,000 young people, former students of high schools and junior colleges, had a voice in this project. They were asked all sorts of questions, by means of questionnaires and interviews. They spoke out freely and for the most part fairly about their present lives and their former school experiences and the relationships between the two. They spoke not as educational experts but as educational consumers, reflecting their views, impressions, and judgments of the experiences they had had in school. Their views—properly interpreted by professional staff members—can help make better educational programs.

This article describes how the Co-operative Study was made and presents a few highlights from the findings. The full report, entitled *Now Hear Youth*, is being published by the California State Department of Education.¹

THE SAMPLE

At the time of the surveys, these "consumers" were living in various communities of the state: Eureka on the northern coast; Lafayette and Kentfield, "bedroom" suburbs of San Francisco; Tranquillity, a tiny dot on the map west of Fresno; Tehachapi and Wasco, rural communities in the southern San Joaquin Valley; Los Angeles, Long Beach, San Diego, and others. Rural schools, suburban schools, urban schools were included; some large, others medium-sized or small. Well over half of the studies were made in southern California where the state's population is highly concentrated. Geographically speaking, the studies are fairly representative of the state.

¹ William H. McCreary and Donald E. Kitch, *Now Hear Youth. A Report on the California Co-operative Study of School Drop-outs and Graduates. Bulletin of the California State Department of Education, Vol. XXII, No. 9, October, 1953. Sacramento 14: California State Department of Education, Roy E. Simpson, Superintendent of Public Instruction, 1953. Pp. viii+70.*

Although graduating classes from 1935 to 1950 were included in the local studies, the classes of '47, '48 and '49 predominated in the returns. That this sort of selection occurred is not surprising. In planning their studies, a majority of the local directors apparently concluded that recent graduates would not only be less difficult to locate but also that their post-high-school lives would have been less affected by the war. Thus the opinions of older graduates, who had had more opportunity to become established in life and reflect upon their school days, were less numerous than might be desired.

Most of the schools which participated in the California Co-operative Study confined their surveys to former students who had graduated. Five studies covered both drop-outs and graduates, and three dealt only with drop-outs. Hence a much greater amount of information was gathered on graduates than on early leavers, and more space in the bulletin has been taken to report on the former group. Nevertheless, because of the highly significant information provided on drop-out students, a separate chapter in the published bulletin has been devoted to reporting it.

ARE THESE 13,000 YOUTH TYPICAL?

These studies could not pass rigorous statistical tests. They were not designed to do so. In the first place, the 13,000 students who make up the sample were included because their schools chose to participate in the Co-operative Study. Questionnaire studies are especially susceptible to errors of omission, misinterpretation of questions and answers, disguise or concealment by the respondent, and their reliability is affected by the percentage of returns which, in these studies, varied all the way from 20 per cent to 95 per cent. Despite these limitations, the facts and opinions reported by these former students about their school life and how it might have been better for them—and thus how it might be made better for others—deserve serious consideration.

LOOKING BACK

The graduates who had gone on to college were pretty well satisfied with what the high school had done for them. They gave credit where credit was due. Both men and women named English as the most helpful subject in preparing them for post-high-school education. The second most valuable subject for men usually was mathematics; for women, business training. Typewriting frequently was mentioned as a "must" for all college-bound students.

From the vantage point of the college campus, these students were asked to point out what they considered to be deficiencies in their high school preparation. About one third of the graduates felt that the transition to college had been difficult. Actually, only about one out of every four who had entered college had remained to graduate four years later! Attempts were made to find out how this "mortality" might be reduced.

San Diego high school graduates, for example, made the following suggestions, in the order given:

- Teach good study habits
- Give students more opportunities for self reliance
- Make high school work more difficult
- Give more information about college programs
- Use "college type" lectures and examinations so that students would be prepared for them when they got to college

Many bright students felt strongly that they should have been given more responsibility and more freedom in high school. If they had it to do over again, they said, they would prefer fewer required subjects and more opportunity to elect subjects within their own fields of interest.

MARRIAGE AND CHILDREN

More than a third of the high school graduates and about half of the junior college graduates who answered questionnaires were married. Both the quantity and the quality of their responses showed their interest in and concern with the subjects of marriage and children.

Among 14 life activities for which schools presumably prepare youth, students ranked lowest the preparation they had received for marriage and family life. Almost half (46 per cent) said they had received little or no assistance in this area. "Budgeting and buying" was given second lowest rating by most students.

One girl in the class of '41 made a strong plea for compulsory education in this field. She wrote:

The majority of girls eventually marry—regardless of how much they prepare for a career. The most important career any woman has is raising her children and how much education does any mother receive before parenthood? . . . Classes in clothing, good budgets, personal hygiene, child care, and child psychology should be required of *every* girl graduate and those courses that pertain to child raising required of all boys.

THEY WENT TO WORK

Particular attention in the Co-operative Study was paid to vocational adjustment. One out of every two individuals covered in the surveys was a breadwinner.

The urgent need for more help in choosing and preparing for an occupation was voiced by large numbers of former students. In answer to a question included on many questionnaires, "How could the school have been more helpful to you?", two responses stood out: the school should have provided (1) more exploration and preparation for vocations and (2) more vocational guidance and placement.

The conclusion is reached that all teachers have a responsibility in the essential task of preparing youth for the world of work. As one report recommended:

More help should be given by every teacher in actual vocational planning, especially with a view to helping students to understand themselves—their abilities, interests, and limitations.

MORE PRACTICAL INSTRUCTION

Another recurrent theme in the responses was the wish that instruction had been "more practical." Former students frequently mentioned "more opportunity for vocational training and for work experience" in explaining their position, but this was by no means their sole answer. They wanted more practical instruction straight across the board, more application of studies to the life around them and to the life they would lead as adults. They frequently stressed the concept of learning by doing, although not in so many words. For example:

Another way to make courses more appealing is to let kids see how to do things. . . .

School isn't practical enough for most kids. They have to learn by doing with their hands.

One graduate recalled that in a certain course students were required to study interviewing. But they just talked about what to do in an interview. What they needed was actual practice in interviewing, he believed.

Another summed up his feelings in these words:

All I can say is that I think that high school should teach a person more of what's expected of him in the *outside* life.

A CONTINUOUS JOB

In addition to a full report on the subjects from which these few highlights have been taken, *Now Hear Youth* presents findings on the problems of school holding power, school guidance services, the value and use of follow-up studies, and curriculum development. Through such follow-up studies as these, the secondary school has one means of appraising its program and of shaping it more adequately to the needs of youth. This is a continuous job, a complex and difficult job, but not an impossible one.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

AMENDMENT OF REGULATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Travel Expenses of County Superintendents of Schools. Acting under authority of Education Code Section 7206(b), the Superintendent of Public Instruction declared that Section 1451 of Title 5 of the California Administrative Code is amended to read as follows, and adopted this as an emergency regulation to become immediately effective (September 22, 1953):

1451. Request for Travel Expense. Request for actual and necessary travel expense for county superintendent or designated staff members shall be submitted with and as a part of the county school service fund budget. The request for travel expense for a county superintendent and staff members whose salaries are paid from the county general fund shall be entered in the appropriate space designated "Superintendents Travel" in Section IV,B,4,b of the county school service fund budget. Request for travel expense for staff members whose salaries are paid from the county school service fund shall be entered in the item "Travel" in each of the appropriate classifications of the county school service fund budget. Request for travel expense within the county and in adjacent counties shall be supported by an estimate of miles to be traveled, rate per mile, expense for food and lodging. Request for travel outside of the county, except for travel in adjacent counties, by the county superintendent or any of his staff members shall be supported by an estimate of expense for travel and food and lodging for each conference, convention or meeting designated by name, approximate date, and place to which the county superintendent or his staff members will travel in connection with curricular and special services.

CHANGES IN STAFF, DIVISION OF INSTRUCTION

WILLIAM R. BLACKLER, a member of the staff of the Bureau of Business Education since 1938 and Chief of the Bureau since 1948, resigned September 1, 1953. Dr. Blackler has accepted appointment as Chairman of the Division of Business Administration at Sacramento State College.

RULON C. VAN WAGENEN, Assistant State Supervisor of Distributive Education in the Bureau of Business Education, has been appointed Acting Chief of the Bureau, in order to provide continuity of leadership in the program of business education until such time as a permanent appointment can be made.

Two regional supervisors in vocational education fields have been appointed to fill vacancies created through resignations. HAL C. CHENEY, as announced in the September issue of *California Schools* (page 392), replaces Hughes Blowers as Regional Supervisor of Distributive Education in the San Francisco Bay area office of the Bureau. LOWELL ANDERSON will serve as Regional Supervisor in Business Education in place of Willis Kenealy, with headquarters in Los Angeles. Mr. Anderson holds master's degrees from the University of Utah and San Diego State College. Prior to acceptance of appointment in the Department, Mr. Anderson served as co-ordinator and teacher of business education in San Diego Public Schools, having held a similar position in the city schools of Logan, Utah. His earlier experience includes salesmanship, office management, and buying in commercial establishments.

KARL A. THOMTE has been appointed Assistant Supervisor of Trade and Industrial Teacher Training, in the Berkeley area. He is a graduate of Los Angeles State College of Applied Arts and Sciences and holds the master's degree from that institution. He comes to the Department from Centinela Valley Union High School District, where he served for three years as director of trade and industrial education. For three years prior to that, he taught vocational classes for airplane and aircraft engine mechanics at Glendale Junior College. His other experience includes employment as aircraft service and flight inspector for Lockheed Aircraft Corporation and airplane mechanic for Boeing Aircraft Company.

GEORGE L. WHITE has been appointed Consultant in Secondary Education, to serve during the leave of absence of William N. McGowan for graduate study at Stanford University. Mr. White holds the A.B. and M.A. degrees from the University of California, Berkeley. For the past six years he has served on the staff of the Colusa County Superintendent of Schools as supervisor of instruction and director of audio-visual education, from which position he is on leave of absence for the year. His earlier experience includes teaching and school administration in various public schools in California.

APPOINTMENTS TO STAFF, DIVISION OF SPECIAL SCHOOLS AND SERVICES

OLGA OEN has been appointed Field Worker for the Blind in the Los Angeles area. Miss Oen attended Minot Teachers College in North Dakota, the Lutheran Bible Institute in Minneapolis, and the University of Pennsylvania, where she received the B.S. degree. For the last two years she has been a home teacher of the blind for the California State Department of Social Welfare. She has also taught Braille to mothers of pre-school children at the Overbrook School for the Blind in Philadelphia.

BOYD K. BASTIAN has been appointed Vocational Rehabilitation Officer for the Eureka area, which is in the San Francisco District of the Bureau of Vocational Rehabilitation. Mr. Bastian holds the Bachelor of Science degree from Utah State Agricultural College and has done graduate study in social work at the University of Utah. His experience includes service as psychiatric aide for the Veterans Administration, as district supervisor in Vocational Rehabilitation in the Utah State Department of Education, as case worker in the County Department of Public Welfare, Salt Lake County, Utah, and as assistant field director of the American Red Cross in San Francisco.

ALICE T. BUCKLEY will serve as Vocational Rehabilitation Officer in the Los Angeles District of the Bureau. She is a graduate of the University of California, Los Angeles, and has done advanced study in social work at the University of Southern California and at Western Reserve University. Miss Buckley has been serving as social worker for the Boys and Girls Aid Society at Altadena. Her previous experience includes service as junior psychiatric social worker in the State Mental Hygiene Clinic at Los Angeles, and as social worker for the American Red Cross both in California and Washington.

MRS. MARY JANE CAMPBELL has been appointed Vocational Rehabilitation Officer in the Pasadena district. She received her college training at Washington State College. Prior to accepting this position in the Department of Education, she served as an employment security officer in the California State Department of Employment. Other experience includes personnel work with the General Metals Corporation of Hollywood, California, with Sears Roebuck and Company, and with the United States Army Engineers. She also has served as an industrial welfare agent with the Department of Industrial Relations and as a case worker in the police department of the city of Pasco, Washington.

LEE DAVENPORT has been appointed Vocational Rehabilitation Officer in the Pasadena district. He was awarded the bachelor's degree at the University of California, Berkeley; the degree of Master of Social Work at the University of California at Los Angeles; and he has done graduate work at the University of Colorado. Mr. Davenport comes to this position from the Veterans Administration, where he was employed as recruitment and placement assistant, assistant personnel officer, and finally as chief of the guidance center. For more than three years he served in the United States Army.

HARRY HAUGHTON has been appointed Vocational Rehabilitation Officer in the Los Angeles district. His college training was received in British Columbia and Illinois. His experience includes service as disability insurance officer in the California State Department of Employment, as assistant supervisor of the welfare section of Douglas Aircraft, Inc., and as junior medical social worker, Los Angeles County General Hospital.

WILLIAM J. NITSCHKE has been appointed Vocational Rehabilitation Officer in San Diego. He received the bachelor's degree at San Jose State College, where he has taken additional work in public personnel administration. For the past five years he has been employed as a placement officer in the California Youth Authority. Prior to that time he served for four years in the United States Navy, and his earlier experience includes employment with the War Relocation Authority, United States Employment Service, American Red Cross, and Santa Clara County Welfare Department.

BUREAU OF READJUSTMENT EDUCATION

HERBERT E. SUMMERS, JR., Chief

REDUCED FEES FOR KEEPING OF VETERANS' EDUCATIONAL RECORDS

Public Law 550, Section 265(b), provides for payment "to each educational institution which is required to submit reports and certifications to the Administrator [of Veterans Affairs] an allowance at the rate of \$1.50 per month for each eligible veterans enrolled. . . . to assist the educational institution in defraying the expense of preparing and submitting such reports and certifications. . . ." This law has not been amended, but by the familiar process of "legislation by appropriation" the funds made available by Congress to make these payments for the period between September 1, 1953, and June 30, 1954, will be only sufficient to pay this allowance at the reduced rate of \$1.00 per veteran enrolled. Schools filing claims for such allowances for the current school year will therefore compute and submit them at the reduced rate.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS OF THE STATE DEPARTMENT OF EDUCATION

Driver Instruction: A Guide for Driver Education and Driver Training.

Sacramento: California State Department of Education, 1953.
Pp. viii + 96.

This guide is presented for administrators, curriculum personnel, and teachers who are charged with the responsibility of planning and organizing courses in driver instruction for students in secondary schools. It is based on material in an earlier *Guide for Driver Education and Driver Training* (Bulletin of the California State Department of Education, Vol. XVII, No. 6, November, 1948), which was prepared by the Driver

Safety Education Committee of the California Association of Secondary School Administrators and the staff in secondary education of the California State Department of Education. In order to utilize the experience of classroom teachers who were conducting courses in driver instruction, a series of workshops was organized in which personnel from high schools in the Los Angeles area worked on instructional units for the guide. Materials and suggestions were freely contributed by other school personnel and by individuals and organizations concerned with traffic safety.

The guide presents suggestions in outline form for seven instructional units of driver education, planned to fulfill the minimum legal requirement for such a course of 30 class hours of instruction and 15 lessons in driver training by providing 6 to 18 class periods of observation in a dual-control automobile and 6 class periods of actual experience behind the wheel. Suggestions are included for evaluating the student's learning through a road performance test. The appendix contains a bibliography of printed materials and lists of audio-visual aids in driver instruction.

The publication has been distributed to county superintendents of schools, to city and district superintendents of high school and junior college districts, and to principals of junior and senior high schools.

FLORA M. DALY and LEO F. CAIN. *Mentally Retarded Students in California Secondary Schools*. A Report of a Study Made under the Direction of San Francisco State College and the California State Department of Education, 1950-51. Bulletin of the California State Department of Education, Vol. XXII, No. 7, October, 1953. Pp. xiv + 202.

This bulletin reports the results of a research study of 207 mentally retarded students in 11 California secondary schools, a group representative of the estimated 3,000 such youth now enrolled in secondary schools in the state. The study is concerned with the physical characteristics, the measured intelligence, and the social adjustment of the students, their home and family backgrounds, and their performance in school. Suggestions and recommendations based on the findings deal with (1) formulating the goals of special education for these students, (2) recognizing the key people concerned, (3) identifying and understanding the mentally retarded student, (4) providing the proper physical environment for special classes, (5) determining the scope of the curriculum (6) evaluating students' progress, and (7) working as a team to assist the student toward the accepted goals.

Programs of special education for mentally retarded pupils having been established in elementary schools for several years, it is expected that a large number of these pupils will go on to high school. The high schools they enter should be prepared to offer these students the special programs they need in order to find and take their places in society.

This bulletin is intended to assist administrators who face the problem of maintaining adequate programs for mentally retarded adolescents.

Copies will be distributed to county and city superintendents of schools, district superintendents of secondary school districts, principals of secondary schools, and to supervisors and directors of special education.

WILLIAM H. MCCREARY and DONALD E. KITCH. *Now Hear Youth. A Report on the California Co-operative Study of School Drop-outs and Graduates.* Bulletin of the California State Department of Education, Vol. XXII, No. 9, October, 1953. Pp. viii + 68.

The views, impressions, and judgments of the education they were given in high school were expressed by some 13,000 young people who responded to the questionnaires in the co-operative studies of high school graduates and drop-outs made by a number of California secondary schools during the past two or three years. The gist of their responses had been put into this bulletin. Some of the students graduated from high school and went on to college; their comments give their opinions on how well or how poorly the high school had prepared them for college. Some of those who married soon after leaving school criticized the preparation they had been given for marriage and parenthood. Many went at once into vocations, and these had much to say about the help the school had given or failed to give them in choosing, preparing for, and getting jobs.

The bulletin is published as an aid to counselors, curriculum directors, and others concerned with the effectiveness of the education offered to high school youth. It is being distributed to county and city superintendents of schools, district superintendents of secondary school districts, principals of secondary schools, and selected guidance personnel.

The Preparation of Teachers for Home-School-Community Relations. Prepared by the Committee on Home-School-Community Relations of the California Council on Teacher Education. Bulletin of the California State Department of Education, Vol. XXII, No. 8, October, 1953. Pp. x + 38.

This bulletin stresses the importance of co-operation of home, school, and community for the best interests of children. Prominent educators of the state have contributed articles on the following topics: "Stating the Problem of Home-School-Community Relations," "School-Community Relations in Perspective," "Selective Practices in the Preparation of Teachers," "A Suggested Teacher-Education Program in Home-School-Community Relations," "A Suggested Program for In-Service Experiences," and "Learning Aids." A leading parent-teacher associa-

tion officer is the author of an article on "Home-School-Community Relations from a Lay Viewpoint." Selected references are given, including books, pamphlets, periodicals, periodical articles and films. The preface describes briefly the organization and personnel of the California Council on Teacher Education, its activities and accomplishments.

Copies of the bulletin have been sent to city, county, and district superintendents of schools and to principals of elementary and secondary schools.

Special Education Newsletter, Vol. III, No. 1, October, 1953. Sacramento 14: California State Department of Education. Pp. 8.

The first issue of the *Newsletter* for the current school year contains a digest of the many new laws affecting special education that were passed by the 1953 Legislature. This publication, prepared several times a year by the staff of the Bureau of Special Education, reports progress in special education throughout the state, presents news of events and notes on new materials, reprints questions and answers on problems in the field, and lists coming events that are of interest to personnel engaged in the education of exceptional children.

INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINION OF THE UNITED STATES SUPREME COURT

Loyalty Oath Required of State College Professor

On the grounds of want of a substantial federal question, the United States Supreme Court dismissed the appeal of a state college professor from the decision of the California Supreme Court (*Pockman v. Leonard*, 39 C. (2d) 676) which upheld the validity of the Levering Act (Government Code Sections 3100-3109). The Levering Act declared all public employees to be civil defense workers, required all civil defense workers to subscribe to the loyalty oath then set forth in Government Code Section 3103, and prohibited payment of compensation to any civil defense worker who failed to subscribe to the oath. (*Pockman v. Leonard*, ___ U. S. ___, 97 L. ed. (Advance p. 852).)

Effect of Wisconsin State Teachers' Retirement Law

Provision for Contribution for Prior Service Upon

Right to Credit Under California State Teachers' Retirement Act

Where the Wisconsin State Teachers' Retirement Law provides that the employer shall add to the basic contribution for current service a percentage for prior years of teaching experience, the additional contribution for teaching experience does not constitute the payment of a pension for the prior years of teaching within the meaning of Education Code Section 14441, which excludes credit for time on the basis of which a member of the California State Teachers' Retirement System is entitled to receive a pension from any source other than the State Teachers' Retirement System or a local retirement system. Although the Wisconsin formula takes into consideration past teaching service, the credit is actually given for the rendition of current service and thus does not constitute a pension based on past service. (AGO 52-143; 22 Ops. Cal. Atty. Gen. 19.)

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Sick Leave of Certificated Employees

Education Code Section 13841.1, as amended by Chapter 525, Statutes in 1953, permits any part of the statutory ten days' sick leave unused by a certificated employee to accumulate from year to year without limit, instead of to forty days only as previously provided. The amendment does not alter the amount of leave per year previously allowed, affect authority of the governing board to grant additional days, or deprive the employee of leave accumulated up to and including forty days on the effective date of the amendment. (AGO 53-142; 22 Ops. Cal. Atty. Gen. 33.)

Claims Against School District Based Upon Obligations Incurred in Excess of Revenue

Under Education Code Section 1009 and California Constitution Article XI, Section 18, claims against a school district based upon obligations incurred in a fiscal year in excess of the revenue for that fiscal year are invalid and cannot be paid from the revenue of a subsequent fiscal year. (AGO 53-135; 22 Ops. Cal. Atty. Gen. 23.)

Computation of Interest on Partial Disbursements and Repayment of State School Building Aid

"... For the purpose of computing interest that will be due the State from a school district which has received a final apportionment as provided by Chapter 1.6, Division 3, Education Code, the State Controller should consider each disbursement of moneys made to the district on a final apportionment as a separate loan. Therefore, each interest computation will be made on each disbursement as though it were the original disbursement.

"... The State Controller is required by Section 5058, Education Code, to deduct from each installment of the apportionments made to a school district from the State School Fund such amounts as will take care of the annual repayment due to the State because of a loan made under the provisions of Chapter 1.6, Division 3, Education Code. Interest is not to be computed for any period from January 1st of the calendar year in which the first deduction is being made on that portion of the principal amount of the loan that is thereby being repaid.

"... The State Controller is required to cancel on his books all interest and principal remaining unpaid from the district after the expiration of a term of years as provided in Section 5059, Education Code. The term of years in respect to interest and to principal begins to run on the first day of January of the fiscal year next succeeding the date of the warrant issued by the State Controller covering each separate payment on any final apportionment.

"... Each annual repayment received from the district shall be first applied on the interest due on the first disbursement, then shall be applied to the payment of the principal of said first disbursement. If any balance remains, it shall be applied on the interest due on the second disbursement and then to reduce the principal of the second disbursement. The State Controller shall continue to apply such annual repayment until it is exhausted, making the application in the order of the sequence of the disbursements regardless of whether the same may cover several final apportionments." (AGO 53-90; 22 Ops. Cal. Atty. Gen. 34.)

**School Officials Empowered to Administer
Oaths May Verify Progress Reports on
School Construction Projects**

School officials authorized by Education Code Section 4841 to "administer and certify oaths relating to . . . official matters concerning public schools" may verify the progress reports required by Education Code Section 18201 in connection with school construction and alteration projects. Such reports are "official matters concerning public schools." The present form of report prescribed by the Division of Architecture may be altered to permit such verification. (AGO 53-148; 22 Ops. Cal. Atty. Gen. 22.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARGARET RAUCH, Administrative Assistant

BUTTE COUNTY SURVEY OF YOUTH SERVICES

The State Department of Education is participating, through its Bureau of Guidance, in a study of county services to children and youth of Butte County being conducted under the leadership of James York of the Field Services Division of the California Youth Authority. It has been the custom of the Youth Authority to invite representatives of other state departments to participate in the making of studies of this type.

The Butte County study is being conducted through six subcommittees, which are listed here with the names of the departments represented in subcommittee membership:

1. Physical and mental health—Department of Public Health and Mental Hygiene
2. Recreation and group work—Recreation Commission
3. Probation and law enforcement—Youth Authority
4. Public and private case work agencies—Department of Social Welfare
5. Education and Work Experience—Department of Education and Employment
6. Church-centered programs—Youth Authority

The study will be focused on the health, welfare, recreational, correctional, guidance, and placement services provided by public and private agencies and organizations throughout the county. The Committee on Education and Work Experience will gather information concerning services provided through school districts, the co-operation of schools with other community agencies, and gaps in service that appear important to school personnel. The necessary data was collected during the week of October 5 and reports of the various subcommittees are to be prepared by November 15.

SCHOOL CONTRACTS WITH THE VETERANS ADMINISTRATION

The Bureau of Readjustment Education has recently sent to the administrators of California public high schools, junior colleges, and state colleges instructions regarding the procedure and the materials to be submitted in preparing 1953-54 contracts with the U. S. Veterans Administration for reimbursement for education and training of veterans under Public Law 16 and Public Law 346 as amended. Specific procedures were given, with particular emphasis on the importance of filing requests in

writing for payments for 1952-53 on adjusted tuition basis. Attention was directed to the fact that after the beginning of the 1953-54 school year institutions may receive only regular payments, rather than adjusted tuition, for trainees under Public Laws 16 and 894.

NEW CURRICULUMS AND BUILDINGS AT STATE COLLEGES

Beginning with the fall semester of 1953, Sacramento State College and Long Beach State College are offering, for the first time, lower division programs with enrollment of 300 to 350 students each. Humboldt State College is offering two-year vocational curriculums in agriculture-dairying and forestry-lumbering. The library, the biological science building, and the maintenance building at Humboldt State are open for use. San Francisco State College is conducting the major part of its program this fall at its new campus in the Lake Merced area, 1600 Holloway Avenue, San Francisco.

MEETING OF SCHOOL POPULATION COMMITTEE

The California School Population Committee, at a meeting in the new State Education Building in Sacramento, on July 28, 1953, considered the following topics: Enrollment Data Needed; Definitions of Enrollments; Methods of Collecting Enrollment Data; and How Can the School Population Committee Assist? Reports were heard on previous, current, and contemplated enrollment studies. Agreement was reached on the definition of a full-time student in institutions of post high school level, and a subcommittee was appointed to submit a proposed definition of a graduate student.

The California School Population Committee consists of six members, who represent the Department of Finance, the University of California, the California Teachers Association, and the Department of Education. The committee has no staff, but sponsors school population studies and attempts to co-ordinate the work of individuals and agencies working on school prediction problems.

WORKSHOP FOR SUPERVISING TEACHERS

During the first two weeks of August, 1953, at the College of the Pacific, a workshop was held for classroom "supervising teachers" to whom candidates for teaching credentials are assigned by teacher-education institutions for student teaching experience. Under the guidance of special consultants from the College of the Pacific and the State Department of Education, the workshop participants developed an analysis of the specific duties and responsibilities of the competent supervising teacher, a list of helpful suggestions for classroom management for the student teacher, and an instrument by which the growth and progress

of the student teacher may be determined. This material has been compiled in mimeographed form and is available for distribution on request, whether to the College of the Pacific or the State Department of Education.

A similar workshop was sponsored by the Los Angeles State College of Applied Arts and Sciences.

MANUAL OF ACCREDITING PROCEDURES

The 64-page *Manual of Accrediting Procedures* recently published by the California Teachers Association was prepared by the Joint Committee on Accreditation of the Western College Association and the California Council on Teacher Education. The Associate Superintendent of Public Instruction who acts as Chief of the Division of State Colleges and Teacher Education has been a member of this committee since its inception in May, 1951.

The policies and procedures outlined in the manual are those that have been adopted for use by the Western College Association and the Committee on Accreditation of the State Board of Education. Instructions are included for the institution being surveyed and for the surveying committee, as well as criteria for evaluating the administration and organization of the institution, its student personnel program, its library, its general education program, and its curriculums for academic majors and various teaching and nonteaching credentials. The manual also includes various instruments designed for self-evaluation by the staff of the institution being surveyed.

COMMENCEMENT AT CALIFORNIA MARITIME ACADEMY

The California Maritime Academy held its twentieth annual commencement exercises on August 15, with the largest graduating class in its history receiving the degree of Bachelor of Science, licenses as officers in the Merchant Marine from the U. S. Coast Guard, ensigns' appointments from the U. S. Navy as well as from the U. S. Maritime Service. Thirty-two graduates received degrees in nautical science and 28 in marine engineering.

Three graduates won distinguished honors of national recognition from the Propeller Club of the United States for outstanding scholarship, leadership, and theses in the field of marine transportation. They were Ronald J. Luxenberg and Walter A. Wentz, Jr., Deck Group, both of Los Angeles, and John P. Haines, Engineering Group, of Sacramento. They received citations and the golden key of Pi Sigma Phi, honor key for college students in the field of transportation and foreign commerce.

DISTRIBUTION OF SURPLUS PROPERTY AND FOODS

During the 1952-53 fiscal year the State Educational Agency for Surplus Property distributed to eligible educational and public health institutions food and hardware having a fair value of \$8,062,497.21. The cost of distribution was \$770,316.67, or a net savings to the participating institutions of \$7,292,180.54. Of the total amount of property distributed, \$4,257,659.26 was food and \$3,804,837.95 was hardware.

All reports indicate that both food and property programs will be considerably larger this year. The Department of Agriculture advises that the following commodities will be available for distribution this year.

Fresh Frozen Ground Beef	Olive Oil
Canned Beef	Cottonseed Oil
Dried Milk	Shortening
Cheddar Cheese	Canned Peaches
Processed Cheese	Canned Peas
Butter	Peanut Butter
Honey	Concentrated Orange Juice
Dried Beans	Tomato Paste
Canned Tomatoes	

In August the Agency had on order or en route 159 carloads of food, most of which will be delivered to its warehouses by the first of November.

NEW INTEREST IN CLASSES IN FOOD HANDLING AND SANITATION

Numerous requests are being received from local school districts, departments of public health, and state institutions for the assistance of the Bureau of Business Education in the re-establishment of classes in food handling and sanitation for both commercial establishments and state institutions. In 1951 the Bureau, working with the California State Department of Public Health, published a guide for the teaching of food handling and sanitation. Nearly 20,000 food handlers were enrolled in classes in local school districts during that year.

Renewed interest in these training programs seems to be stemming from the fact that almost a complete turnover of workers employed as food handlers takes place every two years in this state, and also that recently a high incidence of food poisoning has been reported in some areas in California.

CONFERENCES ON HOME OWNERSHIP ECONOMICS

Preliminary conferences have been held with trade associations and school administrators to discuss a growing need for training programs in the economics of home ownership. Interested groups meeting with

the staff of the Bureau of Business Education have pointed out that purchasing, financing, maintaining, and equipping a home are major undertakings, representing lifetime investments, and that successful home ownership contributes to the general welfare of the individual and the community alike. Regional and state conferences will explore further the possibilities of implementing training programs in the public schools in the economics of home ownership.

FIELD SERVICE FOR THE ADULT BLIND

During the past six years, the number of field workers serving the adult blind in California has been doubled. This increase has been necessary to maintain service for an increasing number of blind persons in the state and also to broaden the geographic area served. There are, at present, 19 field workers, of whom 15 are visually handicapped. Ten of these workers serve the blind in northern California, and nine workers have their headquarters in southern California. During the fiscal year 1953-54, two or three additional workers will be established in southern California. It is estimated that during the year 1953 field service will have reached approximately 5,700 blind individuals, of whom 500 or more were newly blinded. The service to adult blind persons includes orientation and adjustment to blindness through counseling and guidance; counseling of the families in which blind persons live; referrals to agencies, organizations, and service groups; teaching of Braille, Moon, and typing; and instruction in handicrafts. In many instances, blind men and women who receive these services become well-adjusted, productive, and happy participants in family and community living.

FOR YOUR INFORMATION

CONVENTION OF NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The National Council of Teachers of English will hold its forty-third annual meeting in Los Angeles this year, from November 26 to 28, at Hotel Statler. Harlen M. Adams, Executive Dean at Chico State College, is national president of the organization.

The program will concern the work of teachers of English at every level—elementary, high school, and college. Two important reports will be previewed, dealing with "The English Language Arts in the Elementary School" and "The English Language Arts in the Secondary School." Progress in curriculum planning, methods of teacher education, unit teaching, and language arts in the all-school program are among the topics to be considered by a large group of leaders representing the entire United States and its territories.

POSTAGE ON NATIONAL PARK SERVICE PUBLICATIONS

According to information received from Regional Director Lawrence C. Merriam of the Region Four Office of the National Park Service, 180 New Montgomery Street, San Francisco 5, teachers and students desiring free information booklets and folders on the national parks and other areas administered by the National Park Service must furnish the necessary postage for mailing the circulars, beginning October 1, 1953. This requirement has been made necessary by the passage on August 15 of Public Law 286 which amended the Penalty Mail Act by removing the free franking privilege previously accorded Federal agencies.

SELECTIVE SERVICE COLLEGE QUALIFICATION TESTS

A Defense Information Bulletin received from the U. S. Office of Education, dated September 25, 1953, gives the following information regarding dates and eligibility requirements for tests through which college students may qualify for deferment from selective service.

Major General Lewis B. Hershey, Director of Selective Service, has announced that the Selective Service College Qualification Tests will be given at more than 900 testing centers on Thursday, November 19, 1953, and Thursday, April 22, 1954.

Applicants for the tests will mail applications to the Educational Testing Service in self-addressed envelopes which registrants may secure from local draft boards upon request. Bulletins of information concerning the tests are also available at the local boards.

To be eligible to apply for the Selective Service tests a student must: (1) intend to request deferment as a student; (2) be satisfactorily pursuing a full-time course of instruction; and (3) must not previously have taken the qualification test.

Students whose academic year will end in January 1954, and who have not taken the test, have been urged to take the November test so they will have a test score on file at the local boards before the end of their academic year, at which time their boards will reopen and reconsider their cases to determine whether they should be deferred as students.

The present criteria for deferment as an undergraduate student are either a satisfactory score (70) on the qualification test or specified rank among the male members of the class (upper half of freshman class, upper two thirds of sophomore class, or upper three fourths of junior class).

Students accepted for admission to or in attendance at a graduate school prior to July 1, 1951, satisfy the criteria if their work is satisfactory. Graduate students admitted or attending after July 1, 1951, must have ranked among the upper half of the male members of their senior class or make a score of 75 or better on the qualification test.

General Hershey has emphasized many times that these criteria are merely flexible yard sticks and it is not mandatory for local boards to follow them. The standards may be raised or lowered any time in accordance with manpower demands.

Applications for the November 19, 1953 tests must be postmarked no later than midnight Monday, November 2, 1953. Applications postmarked after midnight of that date cannot be accepted for that test.

TWO NEW HELPS FOR PARENTS OF HANDICAPPED CHILDREN

The Children's Bureau of the U. S. Department of Health, Education, and Welfare has recently issued two bulletins for parents of handicapped children, entitled *The Child with a Cleft Palate* and *The Preschool Child Who Is Blind*. These are the fourth and fifth in a series of such pamphlets, which may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for ten cents each. Others in this series have been *The Child Who Is Hard of Hearing*, *The Child with Epilepsy*, and *The Child with Cerebral Palsy*.

The Child with a Cleft Palate outlines different ways of treating cleft palate, tells what special care is needed, underlines the importance of early speech training, and tells where parents can go for help in their own communities.

The Preschool Child Who Is Blind emphasizes the fact that a blind baby does not know that he is deprived of anything, and "by the time he realizes that he can't see, he can have grown into a happy person who is meeting life as well as any child." It states that part of the job of a parent of a blind child is to see that he is "taught the skills and has the experiences that will develop his many abilities."

THRIFT IN THE SOUTH PACIFIC

The director of the San Francisco office of the U. S. Savings Bond Division recently forwarded to the editor of *California Schools* the following letter from the Fiji Islands, with a copy of his reply, as evidence that thrift is fostered in far lands through purchase of savings stamps:

Viseisei Indian School,
P. O. Box 162,
Namoli, Lautoka,
Fiji Islands.
18th August, 1953

State Savings Bonds Offices,
821 Market Street,
San Francisco 3, U. S. A.

Dear Sir,

I write this letter in the capacity of the Headteacher of the above School, and shall be very much obliged if you would forward gratis per above address a coloured poster entitled "SEE! MY STAMPS GREW INTO A BOND," as advertised in the CALIFORNIA SCHOOLS.

Our school children also subscribe Govt. Savings Stamps which they collect and affix on the prescribed folders, and I am sure your coloured posters would really encourage the non-subscribers and facilitate our campaign to be more forceful and energetic. I thank you for your kind gesture.

Looking forward for this kind assistance, and thanking you in anticipation,
With regards,

Yours very gratefully,
(Signed) B. SUKHLAL

U. S. Savings Bond Division
Office of State Director
San Francisco, California
August 26, 1953

Mr. B. Sukhlal
Viseisei Indian School
Namoli, Lautoka
Fiji Islands

Dear Mr. Sukhlal:

We were all very much interested in your airmail letter requesting a poster "See! My Stamps Grew Into a Bond" and are enclosing a copy with this letter.

I am wondering if the stamps your school children buy are British or United States Government issue. In either event, perhaps the poster will help encourage your students in the campaign.

We send you and your students the very best wishes of all of us in the Savings Bonds office in San Francisco, California, U.S.A.

Sincerely,

HAROLD R. STONE
State Director

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- ALLEN, HARRY K., in collaboration with RICHARD G. AXT. *State Public Finance and State Institutions of Higher Education in the United States*. Published for the Commission on Financing Higher Education. New York 27: Columbia University Press, 1952. Pp. xviii + 196.
- BURLINGHAM, DOROTHY. *Twins: A Study of Three Pairs of Identical Twins*. With 30 Charts. New York: International Universities Press, 1952. Pp. x + 94.
- Children's Books Around the World*. Catalog of an Exhibition of Books from Fifty-two Countries. Washington: American Association of University Women, September, 1952. Pp. 46.
- Current Expenditures Per Pupil in City School Systems, 1951-52*. Circular No. 371. Prepared by Lester B. Herlihy, Specialist in Educational Statistics. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, July, 1953. Pp. ii + 38. \$0.25.*
- DAVIES, DANIEL R., and PRESTWOOD, ELWOOD L. *Practical School Board Procedures*. New York: Chartwell House, Inc., 1951. Pp. viii + 196.
- Dear Mr. Architect: An Open Letter from the School Librarian*. Prepared by the Committee on Planning School Library Quarters. Chicago: American Library Association, 1952 (revised edition). Pp. 16.
- Driver Education: A Syllabus for Secondary Schools*. Albany, N.Y.: Bureau of Secondary Curriculum Development, The State Education Department, 1953. Pp. 80.
- Education in a Technological Society*. A Preliminary International Survey of the Nature and Efficacy of Technical Education, reported at the Expert Conference on Educational Systems and Modern Technology, Paris, 1950. Tensions and Technology Series. Paris: United Nations Educational, Scientific and Cultural Organization, 1952. Pp. 74.
- Enriched Learning in Business Education*. American Business Education Yearbook, Vol. X, 1953. Somerville, New Jersey: Published jointly by the Eastern Business Teachers Association and the National Business Teachers Association, 1953. Pp. x + 470.
- EPHRON, BEULAH K. *Emotional Difficulties in Reading. A Psychological Approach to Study Problems*. New York: The Julian Press, Inc., 1953. Pp. xvi + 290.
- FLAVEY, FRANCES E. *Student Participation in College Administration*. Teachers College Studies in Education. New York 27: Bureau of Publications, Teachers College, Columbia University, 1952. Pp. xii + 206.
- The Function of the Public Schools in Dealing with Religion*. A Report on the Exploratory Study Made by the Committee on Religion and Education. Washington 6: American Council on Education, 1953. Pp. xiv + 146.
- GINZBERG, ELI, and BRAY, DOUGLAS W. *The Uneducated*. New York 27: Columbia University Press, 1953. Pp. xxvi + 246.

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C.

- HAMLIN, HERBERT. *Citizens' Committees in the Public Schools.* [Danville, Ill.: Interstate Printers and Publishers, 1952]. Pp. 306.
- Inexpensive Books for Boys and Girls.* Prepared by the Subcommittee on Inexpensive Books for Boys and Girls, Editorial Committee, American Library Association. Chicago: American Library Association, 1952 (third edition, revised 1950-51). Pp. 26.
- LINDEGREN, ALINA M. *Education in Sweden.* Office of Education Bulletin 1952, No. 17. Washington 25: Office of Education, Federal Security Agency, 1952. Pp. 90.
- LITTLEDALE, HAROLD A. *Mastering Your Disability.* New York: Rinehart & Co., Inc., 1952. Pp. 224.
- Mathematics for All High School Youth: Report of Basic Skills Conference-Clinics in Mathematics.* Albany, N. Y.: Bureau of Secondary Curriculum Development, The State Education Department, 1953. Pp. 108.
- MONTAGU, ASHLEY. *Helping Children Develop Moral Values.* Better Living Booklet series. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1953. Pp. 48. \$0.40.**
- Regulations of the Commissioner of Education of the State of New York.* Cumulative Annual Supplement, 1952, Containing Amendments from February, 1951, to December, 1952, Inclusive. Albany, N.Y.: The University of the State of New York, 1953. Pp. 54.
- The Road to Better Reading.* Promising Practices in Reading for a K-12 Program Based on the Summary of Conference Clinics for the Readjustment of High School Education. Albany, N. Y.: Bureau of Secondary Curriculum Development, The State Education Department, Albany, 1953. Pp. viii + 112.
- TRYTTEN, MERRIAM HARTWICK. *Student Deferment in Selective Service: A Vital Factor in National Security.* Minneapolis: University of Minnesota Press, 1952. Pp. vii + 140.
- VAN RIPER, C. *You Can Talk Better.* A Junior Life Adjustment Booklet. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1953. Pp. 40. \$0.40.**
- WELLS, HARRY L. *Higher Education Is Serious Business.* A Study of University Business Management in Relation to Higher Education. New York: Harper & Bros., 1953. Pp. xiv + 238.
- The World of Children's Books.* New York: Children's Book Council, 1952. Pp. 128.
- Youth Discussion on Television.* Workshop Report of the Junior Town Meeting League, an International Organization to Foster Discussion of Current Affairs by Youth. Middletown, Conn.: Junior Town Meeting League, Wesleyan University (356 Washington St.), 1953. Pp. 32.
- Youth: The Nation's Richest Resource, Their Education and Employment Needs.* A Report Prepared by the Interdepartmental Committee on Children and Youth of the Federal Government, 1951. Washington 25: Office of Education, Federal Security Agency, 1953. Pp. vi + 54. \$0.20 *

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

** Discounts on orders in quantity.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires January 15
William L. Blair, President, Pasadena	1956
Byron H. Atkinson, Glendale	1957
Mrs. E. T. Hale, San Diego	1954
Gilbert H. Jettberg, Fresno	1955
Joseph Loeb, Los Angeles	1955
Thomas J. Mellon, San Francisco	1954
Max Osslo, San Diego	1957
Mrs. Vivian N. Parks, Richmond	1954
Wilber D. Simons, Redding	1956
Mrs. Margaret H. Strong, Stanford University	1956

Roy E. Simpson, Secretary and Executive Officer

STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

SUPERINTENDENT OF PUBLIC INSTRUCTION

Roy E. Simpson, Superintendent of Public Instruction and Director of Education

Margaret Rauch, Administrative Assistant

Elmer Laine, Administrative Adviser

Donald W. Parks, Field Representative

Mrs. Jane Hood, Assistant to the Superintendent, 807 State Building, Los Angeles 12

George E. Hogan, Deputy Superintendent; Chief, Division of Departmental Administration
Herbert R. Stoltz, M.D., Deputy Superintendent; Chief, Division of Special Schools and Services,
515 Van Ness Avenue, San Francisco 2

Jay Davis Connor, Associate Superintendent; Chief, Division of Instruction

J. Burton Vasche, Associate Superintendent; Chief, Division of State Colleges and Teacher Education

Frank M. Wright, Associate Superintendent; Chief, Division of Public School Administration

ADULT EDUCATION, Bureau of, George C. Mann, Chief

AGRICULTURAL EDUCATION, Bureau of, Byron J. McMahon, Chief

AUDIO-VISUAL EDUCATION, Bureau of, Francis W. Noel, Chief

BLIND, FIELD REHABILITATION SERVICES FOR THE, Bernece McCrary, Supervising Field Worker,
515 Van Ness Avenue, San Francisco 2

BUSINESS EDUCATION, Bureau of, R. C. Van Wagenen, Acting Chief

CHILD CARE CENTERS, John R. Weber, Supervisor

CHILD WELFARE AND ATTENDANCE, E. R. Deering, Consultant

CONTINUATION EDUCATION, Leo Jones, Consultant

CREDENTIALS, Herschel S. Morgan, Credentials Technician

DEAF AND VISUALLY HANDICAPPED, EDUCATION OF THE, Charles W. Watson, Consultant

EDUCATION RESEARCH, Bureau of, Henry W. Magnuson, Chief

ELEMENTARY EDUCATION, Bureau of, Helen Heffernan, Chief

FIELD SERVICE, GENERAL SCHOOL ADMINISTRATION, Marion B. Sloss, Supervising Field Representative

FIRE TRAINING, Thomas S. Ward, Special Supervisor

GUIDANCE, Bureau of, Donald E. Kitch, Chief

HARD OF HEARING, EDUCATION OF THE, Mrs. Vivian S. Lynndelle, Consultant

HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, Bureau of, Verne S. Landreth, Chief

HOMEKEEPING EDUCATION, Bureau of, Mrs. Dorothy M. Schnell, Chief

INDIAN EDUCATION, E. R. Deering

INDUSTRIAL ARTS EDUCATION, Robert L. Woodward, Consultant

INDUSTRIAL EDUCATION, Bureau of, Samuel L. Fick, Chief

LIBRARIES, Division of, Mrs. Carma R. Zimmerman, State Librarian, Library and Courts Building,
Sacramento

MENTAL HYGIENE AND EDUCATION OF THE MENTALLY RETARDED, Eli M. Bower, Consultant

PARENT EDUCATION, Milton Babitz, Consultant

PEACE OFFICERS TRAINING, John P. Peper, Special Supervisor

PHYSICAL EDUCATION, Genevieve Dexter, Consultant

PHYSICALLY HANDICAPPED CHILDREN, EDUCATION OF, Jane Stoddard, Consultant; Mrs. Beatrice Gore,
Consultant, 809-E State Building, 217 W. First St., Los Angeles 12

READJUSTMENT EDUCATION, Bureau of, Herbert E. Summers, Chief

SCHOOL ADMINISTRATION, Ronald W. Cox, Assistant Division Chief, Public School Administration

SCHOOL APPORTIONMENTS AND REPORTS, Bureau of, Ralph R. Boyden, Chief

SCHOOL DISTRICT ORGANIZATION, Bureau of, Drayton B. Nuttall, Chief

SCHOOL HEALTH EDUCATION, Patricia Hill, Consultant

SCHOOL LUNCH PROGRAM, James M. Hemphill, Supervisor

SCHOOL PLANNING, Chas. Bursch, Assistant Division Chief, Division of Public School Administration

SCROOL CREATION, Carson Conrad, Consultant

SECONDARY EDUCATION, Bureau of, Frank B. Lindsay, Chief

SPECIAL EDUCATION, Bureau of, F. W. Doyle, Chief

SPECIAL SCHOOLS AND SERVICES, Division of, Samuel W. Patterson, Assistant Division Chief

SPEECH CORRECTION, Mrs. Agnes M. Frye, Conrad Wedberg, Consultants

STATE COLLEGES, J. A. Burkman, Assistant Division Chief, State Colleges and Teacher Education

STATE TEXTBOOK DISTRIBUTION, W. S. Dyas, Supervisor

SUPPLEMENTAL EDUCATION SERVICES, Louis B. Means, Chief

SURPLUS PROPERTY, STATE EDUCATIONAL AGENCY FOR, William Farrell, Chief Surplus Property Officer

TEACHER EDUCATION, James C. Stone, Specialist

TEXTBOOKS AND PUBLICATIONS, Bureau of, Ivan R. Waterman, Chief

VOCATIONAL EDUCATION, Wesley P. Smith, State Director

VOCATIONAL REHABILITATION, Bureau of, Andrew Marrin, Chief

O

printed in CALIFORNIA STATE PRINTING OFFICE